DOCUMENT RESUME

ED 103 693 CE 003 301

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TITLE	A Continuous Progress Learning Year Program at the Culinary Institute of America Combining Term Rotation with Student Acceleration.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	[74]
NOTE	14p.; Best Copy Available, tables on pages 13 and 14 will reproduce poorly
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Accelerated Programs; Educational Facilities; Educational Innovation; Enrollment Rate; *Flexible Progression; Flexible Scheduling; *Post Secondary Education; School Calendars; School Schedules; *Space Utilization; Student Enrollment; *Work Experience Programs; *Year Round Schools
IDENTIFIERS	Multiple Entry

ABSTRACT

A new, continuous progress learning year calendar, described in the document, has been prepared for the Culinary Institute of America, to enable the Institute to realize desired educational and space utilization objectives more effectively, while increasing Institute capacity. In addition, the continuous learning year calendar introduces a multiple-entry concept which is unique at the college level. The basic design combines principles of term rotation with the student acceleration concept to provide the setting for a new work experience program plus a flexible student schedule. Traditional college vacations are replaced by a series of short vacations for students in designated streams or groups. At the Institute, student vacations follow 12-week learning periods. Other variations of the plan, however, provide recess periods at the end of eight or nine weeks. To bring together sizeable orientation groups, the multiple entry aspect has been limited to 17 entries per calendar year; at maximum, 28 streams of students would have entered by the time the first entering stream is ready to graduate. A maximum of three streams of students would be in recess, five streams in some phase of work experience program, and no more than twenty streams on campus, at any given time. (Author/AJ)

ED103693

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A CONTINUOUS PROGRESS LEARNING YEAR PROGRAM AT THE CULINARY INSTITUTE OF AMERICA COMBINING TERM ROTATION WITH STUDENT ACCELERATION

BY

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Prepared with the Support of
The New York State Department of Education

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Summary

The feasibility calendar developed in terms of the constraints established by the faculty shows that it is possible to institute a continuous learning year program at the Culinary Institue of America. The new design provides for the entry of a new stream of students every three weeks once the transition years have been completed. This means that new courses would be started which are three weeks apart. Since the courses are cycled in terms of 15 instructional days per pair, the entire college program may be offered when the college is operating at maximum. In theory, a student could be literally entered during any of the 52 weeks for a true continuous progress program, but in the interest of bringing together large size working groups for a common orientation, the multiple entry aspect has been limited to 17 entries per calendar year.

At maximum, 28 streams of students would have entered by the time the first entering stream of students is ready to graduate. With the completion of the student flow pattern, one may count on a maximum of three streams of students in recess at any given period of time plus five streams of students in some phase of the work experience program. The college will never have more than 20 streams of students on campus at any one time unless the initial constraints are modified. This will lead to an increase in college capacity, but the student acceleration increase is partially deferred in time during the transition year. A regular non-acceleration term rotation program would provide an immediate increase in capacity, but the program would have to be modified in terms of the demands placed upon it. For example, the learning periods would most likely be structured around nine weeks instead of 12 and the students would have more three week recesses or an extended vacation option in lieu of the earlier graduation.

The basic design has considerable flexibility in that students can be given a number of options which will meet their basic needs. Slow progressing students can repeat courses; bright and fast-learning students may make use of pretesting options to move into streams where students are working in higher level courses. Students who waive a vacation or elect to take one at different periods should be able to change streams as long as there are openings in the laboratories which have limited capacities. This can lead to further student acceleration.

The combination of term rotation and student acceleration can lead to an entering class of approximately 67 students every three weeks. This number will provide approximately 34 students for the morning session and 34 students for the afternoon session; whereas, the regular non-acceleration program would have provided no more than 20 students per session. In either case, the total number enrolled will depend upon the demand for admission. Quotas can be established as long as there is an excess of applicants and an understanding that mandatory regulations are adhered to regarding vacations. Research shows that a freedom of student attendance options has resulted in enrollment imbalances which are costly in terms of space, staff utilization and time. Thus, a prerequisite for success will be a mandatory student attendance policy, subject to controls.

A CONTINUOUS PROGRESS LEARNING YEAR PROGRAM FOR THE CULINARY INSTITUTE OF AMERICA COMBINING TERM ROTATION WITH STUDENT ACCELERATION

The Basic Design

A new continuous progress learning year calendar has been prepared for the Culinary Institute of America. The proposed scheduling system will enable the Institute to realise desired educational progress goals; (courses taken in a sequence that affords maximum skill building, reinforcement and practice) as well as space utilization objectives more effectively while increasing Institute capacity. In addition, the continous learning year calendar introduces a multiple entry concept which is unique at the college level.

The basic design combines principles of term rotation with the student acceleration concept to provide the setting for a new work experience program plus a flexible student schedule. Traditional college vacations are replaced by a series of short vacations for students in designated streams or groups. At the request of the Institute administration, student vacations follow 12-week learning periods. However, other variations of the plans provide recess periods at the end of eight or nine weeks.

The Use of a Multiple of Three in the Basic Design

At the p esent time the Culinary Institute curriculum provides 40 separate courses, each of which is completed in seven instructional days. The rotating design schedule could be based on starting new learning periods at the end of each seven day instructional period, but this would cause new entry programs, to start various times during weeks creating problems for students, faculty, and prospective employers in the "professional externship," work experience programs. For example, the resident halls or dormitories would not have time to change linens or clean rooms for students arriving for a new period.

The suggested program calls for the start of all new entry programs on a Monday or on the next day if a legal holiday falls on a Monday. A three week time block provides 15 instructional days which normally would be adequate for the completion of two basic courses leaving one free day, which may be used for examinations, testing, conferences, seminar-type meetings and special holidays. For illustrative purposes, figures 1a and 1b show course groupings in twos. For example, students are depicted as starting with courses 1-2, 9-10, 17-18, 25-26. Two courses are to be completed in the three week time blocks with the actual order of the courses depending upon such factors as sequence, enrollment, and availability of laboratory space.

1. Edited by Henry Ogden Barbour

The Continuous Learning Year Calendar Introduces Multiple Entry Options

Most college calendars are structured to permit new students to enter in the fall, generally in September, or at mid-year, usually during January or early February. With the trimester calendar currently in use at The Culinary Institute, students enter three times a year; fall, winter and summer. A traditional quarter system provides for entry four times a year. The new continuous progress learning year calendar has been designed to allow students to enter college year round.

To facilitate scheduling and the balancing of classes, multiple entry dates have been set in terms of three week entry dates. This makes it possible for students to enter the college at one of 17 scheduled entry dates, a number which could be increased or modified with true flexibility. For example, a reduction in the dependency upon course sequence and/or the interchange of course offerings in the paired course schedule will facilitate the entry of special groups for study at virtually any time during the year for virtually any length of time, though 7 day and 15 day periods or multiples thereof would be most efficient.

The multiple entry option has been predicated on the assumption that the demand for entry exceeds the availability of space. This facilitates the introduction of students at three week intervals since a supply of new students is necessary to stabilize the college programming. Should the number of new applicants decline, which is not anticipated in the foreseeable future, it may be more practical to reduce the number of entries per year rather than have enrollment instability throughout the year.

The Orientation Period

The new Continuous Progress Learning Year calendar introduces an orientation week for all new students, providing time for registering, pretesting and an exposure to the Institute through a series of seminars or mini-courses. The basic idea of the orientation week is to set the stage for a successful series of experience throughout the student's attendance years. The faculty should be afforded considerable time to experiment and develop the orientation period into a meaningful and significant experience to the students. For example, it may serve as a period of observation, class auditing, and special testing. In the latter case, students with either prior or practical experience may be placed in advanced level courses when if it is apparent that they have mastered the prerequisites.

The initial design does not include a parallel week

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for students who have completed their basic courses and are about to enter industry for the first time. This may be worth considering at some future time in order to have a segment summing up or helping students make a final transition to the world of work that exists beyond Institute walls.

The Externship Program

Built into the new schedule is an Externship Program (work experience) which provides a series of practical career training experiences under the direction and guidance of the Institute staff. In the past, many students worked during the summer, but their endeavors often had little relationship to their studies. The new Continuous Progress Learning Year program introduces a 15-week time block which will fall at the end of the third learning period (or with the completion of courses 23-24). Figures 1a and 1b show that students in the various streams enter the Externship at three week intervals. This should facilitate placement and supervision of the students since there will not be a peak number leaving the Institute for their work experience at the same time.

The initial design calls for a 15-week practical work experience off-campus without an intervening three week recess before or after exposure to the work program. This variation gives students ample time to obtain realistic experiences in their chosen career field. Another option substitutes a second work experience in lieu of acceleration. For example, students would be allowed to work through two 9 to 15-week time blocks if students and employers were amenable to the reduction of the work experience program to 9 to 12-weeks in order to provide a recess between off-campus and on-campus activities.

One alternative calls for the substitutions of the second work experience with an extended variation recess at a designated point on the students educational time line.

The work experience program should provide each student with a realistic series of career building experiences midway in his Institute program making it possible to graduate with more than mere theory or exposure to laboratory programs. The entire United States and even other countries can be used for placement of students in these meaningful work programs, and students will be compensated for their time spent in the off-campus experience activities. Since there are different peak periods of need for food service hospitality employees in different parts of the country, the rotation of work experience programs should be a boon to students who normally compete for jobs with many other college students during the traditional summer vacation. With the rotation schedule, prospective employers may be encouraged to accept teams of students who will provide continuity to the work experience program.

Scheduling Flexibility

The introduction of a multiple entry option and the start of new courses at three week intervals provides the Institute with a very high degree of flexibility. For example, students who fail a course may move directly into another stream to repeat the course which they have had problems. Other students may elect to attend classes in lieu of taking a designated vacation in order to accelerate or perhaps to compact time for an extended vacation at a different point on the curriculum time line. This can be done through transferring to another stream which will be starting the desired sequence of courses.

Here, the assumption must be made that there will be available space in the desired class or course. In view of space limitations in Institute laboratories, the flexibility will be dependent upon student needs and a very high degree of pre-planning on the part of the administration and the students. Too liberal a policy of vacation compacting can lead to reductions in enrollments at preferred seasons of the year. This can negate the value of term rotation and student acceleration based on equalizing enrollment and impair the achievement of desired educational and economy objectives or goals.

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Figure 2

STUDENT SCHEDULING OPTIONS

	B15-16	C13-14	D11-12	In option #1 the student elects to forego the vacation designated for Stream C students at the end of courses 15-16. He moves over to Stream B to take courses 17-18. If he desires to continue with the Stream B program, he can do so, thereby accelerating.
Option	Vac.	C15-16	D13-14	
#1	Vac.	C15-16	D13-14	
	Vac.	C15-16	D13-14	
	B17-18	Vac.	D15-16	
	B17-18	Vac.	D15-16	
	B17-18	Vac.	D15-16	
	B19-20	C17-18	Vac.	
	B19-20	C17-18	Vac.	
Option	B19-20	C17-18	Vac.	In option #2 the student who moved over to Stream B may desire to take a different vacation than the one provided in either the Stream B or C calendar. Here he moves over to Stream D for a three week scheduled vacation, after which he may switch back to his original stream which will be starting courses 19 and 20.
#2	B21-22	C19-20	D17-18	
	B21-22	C19-20	D17-18	
	B21-22	C19-20	D17-18	

Figure 2 demonstrates how the flow or movement of students can be facilitated with the multiple entry policy and the start of new programs of study. A student is not locked into a designated stream except where there is an enrollment pinch in a particular course which has an enrollment ceiling, as in the case in all the Institutes special laboratory courses which is limited due to the number of stations available in the kitchen or bake shop, etc., for participating students. Even here some flexibility is possible through a policy which allows students to exchange vacation time slots.

Acceleration

In the illustration depicted in figures 1a and 1b, students in the normal progression can begin the new continuous learning year program in June 1975, can enjoy all of the scheduled vacations, can take part in a 15-week work experience program, and then graduate in mid-January of the middle of the second calendar year. This chronological acceleration can be speeded up if students exercise the option of foregoing scheduled recesses or if the Institute expands the students' course flexibility through greater use of the pretest or post-test concept. In the latter case, students may be excused from taking basic courses if they can meet established course requirements without actually taking part in the scheduled class activities.

Increasing Plant Capacity

The acceleration of students through a Continuous Progress Learning Year program does not place the students under daily or weekly periods of tension. In the designated calendar, the students work at their same pace but under new educational time lines. They have the same amount of instructional time, but they attend classes scheduled for the highest educational effectiveness throughout the year. To attain this goal. and those of space and economy, .ot all students are allowed to take off for the traditional summer vacation. Again and again, all-year programs have fallen by the wayside due to the insistence of vested interests on a preservation of freedom of student choice regarding college or school attendance during the summer months.

The Continuous Progress Learning Year calendar prepared for the Culinary Institute of America provides two approaches to expanding plant capacity without new construction:

a. Term rotation principles provide an immediate increase in plant capacity with the introduction of a system of staggered stream vacations or the staggered entry into the work experience programs.

b. A deliberate attempt to accelerate average students along the new educational time line provides additional space through student acceleration. As in all acceleration programs, a transition period is required before space is released through the early chronological graduation of the initial starting class. In the master schedule shown in figures 1a and 1b, the new flow pattern begins in mid-January of the second Continuous Progress Learning Year instead of at the end of May or early June.

The term rotation plan is structured on the premise that one or more groups of students will be assigned to a stream which follows prescribed cycles of learning and recess time blocks. In the Culinary Institute design, the work experience time block is the equivalent of a fifth learning cycle with a 12-week instructional period and a three week recess. By careful scheduling to insure that there are no gaps in the time line, the college enrollment can be increased far beyond rated capacities.

Illustration No. 1

Space Requirements Under the Regular Year Calendar

a.	Number of streams required the first year with multiple entry	17 streams
b.	Number of streams required the second year with multiple entry	17 streams
c.	Maximum or total number of streams 2 x 17 or	34 streams
d.	Number of pupil stations under a regular college two semester calendar	1,350 stations
e.	Number of students assigned to a stream during the transition years 1,350 divided by 34 or	40 students

Illustration No. 2

Space Requirements Under Continuous Learning Year Calendar

a.	Number of streams required first year with multiple entry	17 streams
b.	Number of streams required during second transition year or until the first entering streams of student graduates	11 streams
c.	Maximum or total number of streams containing enrollees	28 streams
d.	Number of student stations or rated college capacity	1,350 stations
e.	Number of streams of students scheduled for recess when program is approaching maximum	3 streams
f.	Number of streams of students scheduled to be taking part in a work program after transition stages have been completed	5 streams
g.	Number of students to be accommodated at any one time on the basis that 8 out of 28 streams will be off campus 1,350 divided by 20 equals 67 students per stream or a total of	1,876 students*

1) maximum number of streams 28 streams
2) number of streams off campus 8 streams
3) maximum number of streams to be accommodated at any one time 20 streams
4) number of students that can be assigned to a stream 1,350 divided by 20 equals 67 students

h.	Gain in actual capacity from term rotation and students acceleration under a continuous progress program	
	1) rated capacity	1,350 pupil stations
	2) potential new capacity	1,876 pupil stations
	3) potential gain in capacity	525 pupil stations

*Note:

Due to the fact that the 29th stream would be starting one week before it is possible to enter a replacement class or the students who were in the first entering class, it is recommended

that the multiple entry program be deferred for one week to provide a breathing space for the staff. This means that no more than 28 streams of students will ever be enrolled at any one time.

The basic design showing figures 1a and 1b has a built-in student acceleration for students with average learning rates. Should students desire to forego some of their vacations and continue to work through higher level courses on the educational ladder, and if laboratory space is available, they may increase their rate of acceleration. This could give rise to a further increase in plant capacity after a transition year or two.

There are other variations of the continuous learning year plan which are worth considering. Some of these would have more students in recess at any given period of time, others may have two work study periods or an extended vacation period as an option. These would have an impact on the plant capacity since variations in the constraints dictate the number of students who will be in attendance at any one time, but the basic motivating purpose of optimizing sequenced educational experiences is accomplished.

FIGURE 1a - A DESIGN OF A CONTINUOUS LEARNING YEAR AT THE CULINARY INSTITUTE OF AMERICA WHICH COMBINES STUDENT ACCELERATION WITH TERM ROTATION, PART 1

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Calendar 1975	Stream A	Stream B	Stream C	Stream D	Stream E	Stream F	Stream G	Stream H	Stream I	Stream J	Stream K	Stream L	Stream M	Stream N	Stream O	Stream P	Stream Q
June 9	Orient																
16	A 1-2																
23	A 1-2																
30	A 1-2	Orient															
July 7	A 3-4	B 1-2															
14	A 3-4	B 1-2															
21	A 3-4	B 1-2	Orient														
28	A 5-6	B 3-4	C 1-2														
Aug. 4	A 5-6	B 3-4	C 1-2														
11	A 5-6	B 3-4	C 1-2	Orient													
18	A 7-8	B 5-6	C 3-4	D 1-2													
25	A 7-8	B 5-6	C 3-4	B 1-2													
Sept 1	A 7-8	B 5-6	C 3-4	B 1-2	Orient												
8	Vac.	B 7-8	C 5-6	D 3-4	E 1-2												
15	Vac.	B 7-8	C 5-6	D 3-4	E 1-2												
22	Vac.	B 7-8	C 5-6	D 3-4	E 1-2	Orient											
29	A 9-10	Vac.	C 7-8	D 5-6	E 3-4	F 1-2											
Oct. 6	A 9-10	Vac.	C 7-8	D 5-6	E 3-4	F 1-2											
13	A 9-10	Vac.	C 7-8	D 5-6	E 3-4	F 1-2	Orient										
20	A11-12	B 9-10	Vac.	D 7-8	E 5-6	F 3-4	G 1-2										
27	A11-12	B 9-10	Vac.	D 7-8	E 5-6	F 3-4	G 1-2										
Nov. 3	A11-12	B 9-10	Vac.	D 7-8	E 5-6	F 3-4	G 1-2	Orient									
10	A13-14	B11-12	C 9-10	Vac.	E 7-8	F 5-6	G 3-4	H 1-2									
17	A13-14	B11-12	C 9-10	Vac.	E 7-8	F 5-6	G 3-4	H 1-2									
24	A13-14	B11-12	C 9-10	Vac.	E 7-8	F 5-6	G 3-4	H 1-2	Orient								
Dec. 1	A15-16	B13-14	C11-12	D 9-10	Vac.	F 7-8	G 5-6	H 3-4	I 1-2								
8	A15-16	B13-14	C11-12	D 9-10	Vac.	F 7-8	G 5-6	H 3-4	I 1-2								
15	A15-16	B13-14	C11-12	D 9-10	Vac.	F 7-8	G 5-6	H 3-4	I 1-2	Orient							
22	Vac.	B15-16	C13-14	D11-12	E 9-10	Vac.	G 7-8	H 5-6	I 3-4	J 1-2							
29	Vac.	B15-16	C13-14	D11-12	E 9-10	Vac.	G 7-8	H 5-6	I 3-4	J 1-2							
1976																	
Jan. 5	Vac.	B15-16	C13-14	D11-12	E 9-10	Vac.	G 7-8	H 5-6	I 3-4	J 1-2	Orient						
12	A17-18	Vac.	C15-16	D13-14	E11-12	F 9-10	Vac.	H 7-8	I 5-6	J 3-4	K 1-2						
19	A17-18	Vac.	C15-16	D13-14	E11-12	F 9-10	Vac.	H 7-8	I 5-6	J 3-4	K 1-2						
26	A17-18	Vac.	C15-16	D13-14	E11-12	F 9-10	Vac.	H 7-8	I 5-6	J 3-4	K 1-2	Orient					
Feb. 2	A19-20	B17-18	Vac.	D15-16	E13-14	F11-12	G 9-10	Vac.	I 7-8	J 5-6	K 3-4	L 1-2					
9	A19-20	B17-18	Vac.	D15-16	E13-14	F11-12	G 9-10	Vac.	I 7-8	J 5-6	K 3-4	L 1-2					
16	A19-20	B17-18	Vac.	D15-16	E13-14	F11-12	G 9-10	Vac.	I 7-8	J 5-6	K 3-4	L 1-2	Orient				
23	A21-22	B19-20	C17-18	Vac.	E15-16	F13-14	G10-11	H 9-10	Vac.	J 7-8	K 5-6	L 3-4	M 1-2				
Mar. 1	A21-22	B19-20	C17-18	Vac.	E15-16	F13-14	G10-11	H 9-10	Vac.	J 7-8	K 5-6	L 3-4	M 1-2				
8	A21-22	B19-20	C17-18	Vac.	E15-16	F13-14	G10-11	H 9-10	Vac.	J 7-8	K 5-6	L 3-4	M 1-2	Orient			
15	A23-24	B21-22	C19-20	D17-18	Vac.	F15-16	G13-14	H11-12	I 9-10	Vac.	K 7-8	L 5-6	M 3-4	N 1-2			
22	A23-24	B21-22	C19-20	D17-18	Vac.	F15-16	G13-14	H11-12	I 9-10	Vac.	K 7-8	L 5-6	M 3-4	N 1-2			
29	A23-24	B21-22	C19-20	D17-18	Vac.	F15-16	G13-14	H11-12	I 9-10	Vac.	K 7-8	L 5-6	M 3-4	N 1-2	Orient		
Apr. 5	Work	B23-24	C21-22	D19-20	E17-18	Vac.	G15-16	H13-14	I11-12	J 9-10	Vac.	L 7-8	M 5-6	N 3-4	O 1-2		
12	Exp.	B23-24	C21-22	D19-20	E17-18	Vac.	G15-16	H13-14	I11-12	J 9-10	Vac.	L 7-8	M 5-6	N 3-4	O 1-2		
19	Pro.	B23-24	C21-22	D19-20	E17-18	Vac.	G15-16	H13-14	I11-12	J 9-10	Vac.	L 7-8	M 5-6	N 3-4	O 1-2	Orient	
26	4	Work	C23-24	D21-22	E19-20	F17-18	Vac.	H15-16	I13-14	J11-12	K 9-10	Vac.	M 7-8	N 5-6	O 3-4	P 1-2	
May 3	5	Exp.	C23-24	D21-22	E19-20	F17-18	Vac.	H15-16	I13-14	J11-12	K 9-10	Vac.	M 7-8	N 5-6	O 3-4	P 1-2	
29	6	Pro.	C23-24	D21-22	E19-20	F17-18	Vac.	H15-16	I13-14	J11-12	K 9-10	Vac.	M 7-8	N 5-6	O 3-4	P 1-2	Orient
May 17	7	4	Work	D23-24	E21-22	F19-20	G17-18	Vac.	I15-16	J13-14	K11-12	L 9-10	Vac.	N 7-8	O 5-6	P 3-4	Q 1-2
24	8	5	Exp.	D23-24	E21-22	F19-20	G17-18	Vac.	I15-16	J13-14	K11-12	L 9-10	Vac.	N 7-8	O 5-6	P 3-4	Q 1-2
31	9	6	Pro.	D23-24	E21-22	F19-20	G17-18	Vac.	I15-16	J13-14	K11-12	L 9-10	Vac.	N 7-8	O 5-6	P 3-4	Q 1-2
June 7	10	7	4	Work	E23-24	F21-22	G19-20	H17-18	Vac.	J15-16	K13-14	L11-12	M 9-10	Vac.	O 7-8	P 5-6	Q 3-4
14	11	8	5	Exp.	E23-24	F21-22	G19-20	H17-18	Vac.	J15-16	K13-14	L11-12	M 9-10	Vac.	O 7-8	P 5-6	Q 3-4
21	12	9	6	Pro.	E23-24	F21-22	G19-20	H17-18	Vac.	J15-16	K13-14	L11-12	M 9-10	Vac.	O 7-8	P 5-6	Q 3-4
28	13	10	7	4	Work	F23-24	G21-22	H19-20	I17-18	Vac.	K15-16	L13-14	M11-12	N 9-10	Vac.	P 7-8	Q 5-6
July 5	14	11	8	5	Exp.	F23-24	G21-22	H19-20	I17-18	Vac.	K15-16	L13-14	M11-12	N 9-10	Vac.	P 7-8	Q 5-6
12	15	12	9	6	Pro.	F23-24	G21-22	H19-20	I17-18	Vac.	K15-16	L13-14	M11-12	N 9-10	Vac.	P 7-8	Q 5-6
19	A25-26	13	10	7	4	Work	G23-24	H21-22	I19-20	J17-18	Vac.	L15-16	M13-14	N11-12	O 9-10	Vac.	Q 7-8
26	A25-26	14	11	8	5	Exp.	G23-24	H21-22	I19-20	J17-18	Vac.	L15-16	M13-14	N11-12	O 9-10	Vac.	Q 7-8
Aug 2	A25-26	15	12	9	6	Pro.	G23-24	H21-22	I19-20	J17-18	Vac.	L15-16	M13-14	N11-12	O 9-10	Vac.	Q 7-8
9	A27-28	B25-26	13	10	7	4	Work	H23-24	I21-22	J19-20	K17-18	Vac.	M15-16	N13-14	O11-12	P 9-10	Vac.
16	A27-28	B25-26	14	11	8	5	Exp.	H23-24	I21-22	J19-20	K17-18	Vac.	M15-16	N13-14	O11-12	P 9-10	Vac.
23	A27-28	B25-26	15	12	9	6	Pro	H23-24	I21-22	J19-20	K17-18	Vac.	M15-16	N13-14	O11-12	P 9-10	Vac.
30	A29-30	B27-28	C25-26	13	10	7	4	Work	I23-24	J21-22	K19-20	L17-18	Vac.	N15-16	O13-14	P11-12	Q 9-10
Sept. 6	A29-30	B27-28	C25-26	14	11	8	5	Exp.	I23-24	J21-22	K19-20	L17-18	Vac.	N15-16	O13-14	P11-12	Q 9-10
13	A29-30	B27-28	C25-26	15	12	9	6	Pro.	I23-24	J21-22	K19-20	L17-18	Vac.	N15-16	O13-14	P11-12	Q 9-10
20	A31-32	B29-30	C27-28	D25-26	13	10	7	4	Work	J23-24	K21-22	L19-20	M17-18	Vac.	O15-16	P13-14	Q11-12
27	A31-32	B29-30	C27-28	D25-26	14	11	8	5	Exp.	J23-24	K21-22	L19-20	M17-18	Vac.	O15-16	P13-14	Q11-12
Oct. 4	A31-32	B29-30	C27-28	D25-26	15	12	9	6	Pro.	J23-24	K21-22	L19-20	M17-18	Vac.	O15-16	P13-14	Q11-12
11	Vac.	B31-32	C29-30	D27-28	E25-26	13	10	7	4	Work	K23-24	L21-22	M19-20	N17-18	Vac.	P15-16	Q13-14
18	Vac.	B31-32	C29-30	D27-28	E25-26	14	11	8	5	Exp.	K23-24	L21-22	M19-20	N17-18	Vac.	P15-16	Q13-14
25	Vac.	B31-32	C29-30	D27-28	E25-26	15	12	9	6	Pro.	K23-24	L21-22	M19-20	N17-18	Vac.	P15-16	Q13-14
Nov. 1	A33-34	Vac.	C31-32	D29-30	E27-28	F25-26	13	10	7	4	Work	L23-24	M21-22	N19-20	O17-18	Vac.	Q15-16
8	A33-34	Vac.	C31-32	D29-30	E27-28	F25-26	14	11	8	5	Exp	L23-24	M21-22	N19-20	O17-18	Vac.	Q15-16
15	A33-34	Vac.	C31-32	D29-30	E27-26	F25-26	15	12	9	6	Pro.	L23-24	M21-22	N19-20	O17-18	Vac.	Q15-16
22	A33-36	B33-34	Vac.	D31-32	E29-30	F27-28	G25-26	13	10	7	4	Work	M23-24	N21-22	O19-20	P17-18	Vac.
29	A35-36	B33-34	Vac.	D31-32	E29-30	F27-28	G25-26	14	11	8	5	Exp.	M23-24	N21-22	O19-20	P17-18	Vac.
Dec. 6	A35-36	B33-34	Vac.	D31-32	E29-30	F27-28	G25-26	15	12	9	6	Pro.	M23-24	N21-22	O19-20	P17-18	Vac.
13	A37-38	B35-36	C33-34	Vac.	E31-32	F29-30	G27-28	H25-26	13	10	7	4	Work	N23-24	O21-22	P19-20	Q17-18
20	A37-38	B35-36	C33-34	Vac.	E31-32	F29-30	G27-28	H25-26	14	11	8	5	Exp.	N23-24	O21-22	P19-20	Q17-18
27	A37-38	B35-36	C33-34	Vac.	E31-32	F29-30	G27-28	H25-26	15	12	9	6	Pro.	N23-24	O21-22	P19-20	Q17-18
Jan. 3	A39-40	B37-38	C35-36	D33-34	Vac.	F31-32	G29-30	H27-28	I25-26	13	10	7	4	Work	O23-24	P21-22	Q19-20
10	A39-40	B37-38	C35-36	D33-34	Vac.	F31-32	G29-30	H27-28	I25-26	14	11	8	5	Exp.	O23-24	P21-22	Q19-20
17	A39-40	B37-38	C35-36	D33-34	Vac.	F31-32	G29-30	H27-28	I25-26	15	12	9	6	Pro	O23-24	P21-22	Q19-20
Jan. 24	Orient	A39-40	C37-38	D35-36	E33-34	Vac.	G31-32	H29-30	I27-28	J25-26	13	10	7	4	Work	P23-22	Q21-22
31	AA 1-2	B39-40	C37-38	D35-36	E33-34	Vac.	G31-32	H29-30	I27-28	J25-26	14	11	8	5	Exp.	P23-24	Q21-22
Feb. 7	AA 1-2	B39-40	C37-38	D35-36	E33-34	Vac.	G31-32	H29-30	I27-28	J25-26	15	12	9	6	Pro	P23-24	Q21-24
14	AA 1-2	Orient	C39-40	D37-38	E35-36	F33-34	Vac.	H31-32	I29-30	J27-28	K25-26	13	10	7	4	Work	Q23-24
21	AA 3-4	BB 1-2	C39-40	D37-38	E35-36	F33-34	Vac.	H31-32	I29-30	J27-28	K25-26	14	11	8	5	Exp.	Q23-24
28	AA 3-4	BB 1-2	C39-40	D37-38	E35-36	F33-34	Vac.	H31-32	I29-30	J27-28	K25-26	15	13	9	6	Pro.	Q23-24
Mar. 7	AA 3-4	BB 1-2	Orient	D39-40	E37-38	F35-36	G33-34	Vac.	I31-32	J29-30	K27-28	L25-26	13	10	7	4	Work
14	AA 5-6	BB 3-4	CC 1-2	D39-40	E37-38	F35-36	G33-34	Vac.	I31-32	J29-30	K27-28	L25-26	14	11	8	5	Exp.
21	AA 5-6	BB 3-4	CC 1-2	D39-40	E37-38	F35-36	G33-34	Vac.	I31-32	J29-30	K27-28	L25-26	15	12	9	6	Pro
28	AA 5-6	BB 3-4	CC 1-2	Orient	E39-40	F37-38	G35-36	H33-34	Vac.	J31-32	K29-30	L27-28	M25-26	13	10	7	4
Apr 4	AA 7-8	BB 5-6	CC 3-4	DD 1-2	E39-40	F37-38	G35-36	H33-34	Vac.	J31-32	K29-30	L27-28	M25-26	14	11	8	5
11	AA 7-8	BB 5-6	CC 3-4	DD 1-2	E39-40	F37-38	G35-36	H33-34	Vac.	J31-32	K29-30	L27-28	M25-26	15	12	9	6

June 9 | June 30 | July 21 | Aug. 11 | Sept. 1 | Sept. 22 | Oct 13 | Nov. 3 | Nov. 24 | Dec. 15 | Jan. 5 | Jan. 19 | Feb. 16 | Mar. 8 | Mar. 29 | Apr. 19 | May 10

FIGURE 1b - A DESIGN OF A CONTINUOUS LEARNING YEAR AT THE CULINARY INSTITUTE OF AMERICA WHICH COMBINES STUDENT ACCELERATION WITH TERM ROTATION, PART 2

Calendar 1975	Stream R	Stream S	Stream T	Stream U	Stream V	Stream W	Stream X	Stream Y	Stream ZA	Stream ZB	Stream ZC	Stream ZD
June 9												
16												
23												
30												
July 7												
14												
21												
28												
Aug. 4												
11												
18												
25												
Sept. 1												
8												
15												
22												
Oct. 6												
13												
20												
27												
Nov. 3												
10												
17												
24												
Dec. 1												
8												
15												
22												
29												
1976												
Jan. 5												
12												
19												
26												
Feb. 2												
9												
16												
23												
Mar. 1												
8												
15												
22												
29												
Apr. 5												
12												
19												
26												
May 3												
10												
17												
24												
31	Orient											

End of First Calendar Year

Start of Second Calendar Year

June 7	R 1-2											
14	R 1-2											
21	R 1-2	Orient										
28	R 3-4	S 1-2										
July 5	R 3-4	S 1-2										
12	R 3-4	S 1-2	Orient									
19	R 5-6	S 3-4	T 1-2									
26	R 5-6	S 3-4	T 1-2									
Aug. 2	R 5-6	S 3-4	T 1-2	Orient								
9	R 7-8	S 5-6	T 3-4	U 1-2								
16	R 7-8	S 5-6	T 3-4	U 1-2								
23	R 7-8	S 5-6	T 3-4	U 1-2	Orient							
30	Vac.	S 7-8	T 5-6	U 3-4	V 1-2							
Sept. 6	Vac.	S 7-8	T 5-6	U 3-4	V 1-2	Orient						
13	Vac.	S 7-8	T 5-6	U 3-4	V 1-2	W 1-2						
20	R 9-10	Vac.	T 7-8	U 5-6	V 3-4	W 1-2						
27	R 9-10	Vac.	T 7-8	U 5-6	V 3-4	W 1-2	Orient					
Oct. 4	R 9-10	Vac.	T 7-8	U 7-8	V 5-6	W 3-4	X 1-2					
11	R11-12	S 9-10	Vac.	U 7-8	V 5-6	W 3-4	X 1-2					
18	R11-12	S 9-10	Vac.	U 7-8	V 5-6	W 3-4	X 1-2	Orient				
25	R11-12	S 9-10	Vac.	Vac.	V 7-8	W 5-6	X 3-4	Y 1-2				
Nov. 1	R13-14	S11-12	T 9-10	Vac.	V 7-8	W 5-6	X 3-4	Y 1-2	Orient			
8	R13-14	S11-12	T 9-10	Vac.	V 7-8	W 5-6	X 3-4	Y 1-2	ZA 1-2			
15	R13-14	S11-12	T 9-10	Vac.	V 7-8	W 5-6	X 3-4	Y 1-2	ZA 1-2			
22	R15-16	S13-14	T11-12	U 9-10	Vac.	W 7-8	X 5-6	Y 3-4	ZA 1-2	Orient		
29	R15-16	S13-14	T11-12	U 9-10	Vac.	W 7-8	X 5-6	Y 3-4	ZA 3-4	ZB 1-2		
Dec. 6	R15-16	S13-14	T11-12	U 9-10	Vac.	W 7-8	X 5-6	Y 5-6	ZA 3-4	ZB 1-2		
13	Vac.	S15-16	T13-14	U11-12	V 9-10	Vac.	X 7-8	Y 5-6	ZA 3-4	ZB 1-2	Orient	
20	Vac.	S15-16	T13-14	U11-12	V 9-10	Vac.	X 7-8	Y 5-6	ZA 3-4	ZB 3-4	ZC 1-2	
27	Vac.	S15-16	T13-14	U11-12	V 9-10	Vac.	X 7-8	Y 5-6	ZA 5-6	ZB 3-4	ZC 1-2	
Jan. 3	R17-18	Vac.	T15-16	U13-14	V11-12	W 9-10	Vac.	Y 7-8	ZA 5-6	ZB 3-4	ZC 1-2	Orient
10	R17-18	Vac.	T15-16	U13-14	V11-12	W 9-10	Vac.	Y 7-8	ZA 5-6	ZB 3-4	ZC 1-2	ZD 1-2
17	R17-18	Vac.	T15-16	U13-14	V11-12	W 9-10	Vac.	Y 7-8	ZA 5-6	ZB 3-4	ZC 3-4	ZD 1-2
24	R19-20	S17-18	Vac.	U15-16	V13-14	W11-12	X 9-10	Vac.	ZA 7-8	ZB 5-6	ZC 3-4	ZD 1-2
31	R19-20	S17-18	Vac.	U15-16	V13-14	W11-12	X 9-10	Vac.	ZA 7-8	ZB 5-6	ZC 3-4	ZD 1-2
Feb. 7	R19-20	S17-18	Vac.	U15-16	V13-14	W11-12	X 9-10	Vac.	ZA 7-8	ZB 5-6	ZC 3-4	ZD 1-2
14	R21-22	S19-20	T17-18	Vac.	V15-16	W13-14	X11-12	Y 9-10	Vac.	ZB 7-8	ZC 5-6	ZD 3-4
21	R21-22	S19-20	T17-18	Vac.	V15-16	W13-14	X11-12	Y 9-10	Vac.	ZB 7-8	ZC 5-6	ZD 3-4
28	R21-22	S19-20	T17-18	Vac.	V15-16	W13-14	X11-12	Y 9-10	Vac.	ZB 7-8	ZC 5-6	ZD 3-4
Mar. 7	R23-24	S21-22	T19-20	U17-18	Vac.	W15-16	X13-14	Y11-12	ZA 9-10	Vac.	ZC 7-8	ZD 5-6
14	R23-24	S21-22	T19-20	U17-18	Vac.	W15-16	X13-14	Y11-12	ZA 9-10	Vac.	ZC 7-8	ZD 5-6
21	R23-24	S21-22	T19-20	U17-18	Vac.	W15-16	X13-14	Y11-12	ZA11-12	ZB 9-10	Vac.	ZD 7-8
28	Work	S23-24	T21-22	U19-20	V17-18	Vac.	X15-16	Y13-14	ZA11-12	ZB 9-10	Vac.	ZD 7-8
Apr. 4	Exp.	S23-24	T21-22	U19-20	V17-18	Vac.	X15-16	Y13-14	ZA11-12	ZB 9-10	Vac.	ZD 7-8
11	Pre.	S23-24	T21-22	U19-20	V17-18	Vac.	X15-16	Y13-14	ZA11-12	ZB 9-10	Vac.	ZD 7-8
	May 31	June 21	July 12	Aug. 2	Aug.23	Sept.13	Oct.14	Oct.25	Nov. 15	Dec. 6	Dec.27	Jan. 17